**“TEACHER LEADER” ROLE**

**PURPOSE: To support and enhance ‘Quality Learning Environments’ in Schools**

***PLEASE NOTE: This document refers to the role - ‘Teacher Leader’ – in a generic manner for the purpose of discussion only. Once outcomes and the highlights of the role are determined (through consultation and discussion) then a title such as ‘Learning Support Teacher’ or ‘Learning Coach’ or Learning Assistance Facilitator’ or other titles may be considered.***

The ‘Teacher Leader’ role would be ONE of the key people along with School Administrators and other education staff in the school to support and enhance the development and implementation of ‘Quality Learning Environments’. The teacher(s) filling this role would work directly with education staff (teachers, EAs, SLP Assistants, Early Literacy Teachers/Assistants, FSW, external service providers) and students in classrooms to help provide high quality programming for all students, including those with diverse and exceptional learning needs.

**“EXPECTATIONS” for the ‘TEACHER LEADER’ Role:**

**As a member of the school’s learning support team:**

* Facilitate professional development opportunities for education staff so they have access to the guidance and support needed to build and enhance their skills, knowledge, and expertise necessary to implement ‘high quality learning environments in their classrooms.
* Provide and facilitate instructional coaching, co-teaching and/or co-planning opportunities for education staff to enhance QLEs in classrooms.
* Support teachers in building their capacity to provide effective universal supports for all students and help school staff to provide and access targeted and specialized supports for students.
* Provide education staff with guidance and support needed to make program/curriculum adaptations/modifications and instructional/assessment accommodations to meet individual student needs in the classroom.
* Facilitate and support a process in the school to effectively implement ‘assistive technology for learning’ tools/strategies.
* Coordinate specialized services so students who require targeted and/or specialized services have access to professional support from division personnel and/or outside agency specialists/consultants when needed.
* For students who require targeted and/or specialized supports, ensure teachers and parents/guardians have access and support needed to develop and implement the Inclusive Education Planning Tool (IEPT) or IPP
* Work with the school to ensure that early literacy (and literacy) programming is in place and that outcomes relating to early literacy (and literacy) are achieved.
* Work with the Principal, the Kindergarten teacher and the Early Intervention Coordinator to ensure students who require supports and services through Program Unit Fund (PUF) and Mild/Moderate have programming supports needed.

**Recommended Competencies**:

The teacher(s) filling the role of ‘Teacher Leader’ will:

* Skilled collaborator with strong interpersonal / communication skills who can develop open and trusting relationships with teachers
* demonstrate an understanding and knowledge about the use of an array of instructional approaches, resources and technologies across subject areas
* function as an integral member of their school’s learning support team
* facilitate job-embedded and ongoing professional development for teachers to improve school staff knowledge of the curriculum as well as student engagement, instructional strategies and creating positive and supportive learning environments.
* be skilled at demonstrating successful instructional coaching techniques or have the interest and potential after receiving training to be a highly skilled coach
* ability and willingness to collaborative with colleagues to promote student learning and success
* have the expertise (or interest to be trained) to administer a variety of assessments including classroom observations and the administration/interpretation of Level B assessment instruments.
* have demonstrated the ability to support teachers in the development and implementation of IPPs or IEPTs in consultation with parents/guardians, students, external consultants/specialists and division personnel.

**Suggested Recruitment Plan:**

* Many of our current Special Education Liaisons and/or AISI leaders will have the knowledge, skill set and expertise to fulfill this role.
* The Principal will have a discussion with their Liaison Superintendent and Wanda (Associate Superintendent of Student Services) regarding the teacher(s) they are considering to fill this ‘teacher leader’ role for their school. This phase is paramount in that, the individual(s) in question will have dual reporting structures and should be able to fulfill the requirements of each part of the role.
* If hiring needs to occur (eg: more than one teacher is interested or no one on staff is interested or appropriate for the role), the principal will involve their Liaison Superintendent and Wanda either in a discussion about the best candidate or if needed extend an invitation to participate in the interview process.